

DOCUMENT RESUME

ED 282 340

EA 019 440

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TITLE Communication Design: Getting Your Point Across.
PUB DATE 23 Feb 87
NOTE 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
PUB TYPE Reports - General (140) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Communication (Thought Transfer); *Communication Skills; Communicative Competence (Languages); Elementary Secondary Education; Feedback; *Interaction; *Interpersonal Communication; Interpersonal Competence; Language Styles; Motivation Techniques; Personal Narratives; *Persuasive Discourse; *Verbal Ability

ABSTRACT

This narrative recommends a communication design for educators to use during a variety of interactions. The strategy consists of nine components: (1) greeting/introduction (the speaker's introductory remarks should establish physical comfort, a pleasant feeling, and a professional tone); (2) anticipatory set (establishing a mind set for content to be covered draws on the participant's experience, relates to the interaction's purpose, and involves the participant); (3) objective (the outcome for the participant should be stated in understandable words and expectations for the participant's later accountability should be made known in nonthreatening terms); (4) purpose (the participant should be told why the information is important); (5) input (to achieve objectives, the speaker must impart information necessary for the participant's knowledge); (6) check for understanding (activities and/or questions concerning input should occur at regular intervals); (7) modeling (the speaker should provide a correct understanding of the content and explain why the model meets the criteria); (8) guided practice (if possible, the speaker should ask the participant to demonstrate understanding of the content); (9) closure (to ensure reinforcement, the participant should summarize information as related to the objective and engage in an observable behavior). Appendices provide sample scripts of the communication design. (CJH)

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COMMUNICATION DESIGN: GETTING YOUR POINT ACROSS

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February 23, 1987

Paper given at the American Association of School
Administrators (AASA) Convention, New Orleans, LA,
February 20-23, 1987.

EA 019 440

American Association of School Administrators (AASA)
Convention, New Orleans
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Prepared by Lynn Setterstedt-Jarrett

COMMUNICATION DESIGN: GETTING YOUR POINT ACROSS

Good Morning. As I was preparing this presentation I was discussing it with my husband and the topic came up of what kind of people would attend. "They're going to be tired because they will have been up late being in New Orleans and all," I said.

"Wait a minute," he interjected. "Aren't you scheduled for the last day, first thing in the morning?"

"Yes," I replied.

"The people who show up," he said, "will have had a good night's sleep - they'll be the eager beaver, dedicated, alert ones, not the procrastinating laggards."

Knowing that put my mind at ease - since I thought I may not only have a small group, but they'd be comatose. Instead, I have the privilege of talking to a dynamo, small group.

I'm going to share with you something that happened to me some time ago. As I recount the situation, think about whether you've ever had a similar experience. When I was working my way through college, I got a job one summer as a delivery girl. I had a small pick-up truck and if anyone had an item they wanted delivered, I did it.

One day, I had a very unusual delivery. I was to pick up six penguins and deliver them to the local zoo before closing time.

I loaded the penguins into the truck and I was doing fine before I developed a flat tire on a major highway. I pulled over and surveyed the damage. I knew that I could fix that flat, but it was getting late, and I doubted that I could get my cargo to the zoo before it closed.

I was just wondering what it would be like to spend the night with six penguins when I saw a friend of mine driving down the highway in his own truck. I flagged him down and explained the situation to him.

"Look," I told him, "I have to get these penguins to the zoo before it closes. I'm going to be at least a half hour fixing this flat, so I wonder if you will do me a favor. I'll give you ten dollars. Will you take them to the zoo?"

My friend said he would. So we transferred the birds to his truck, and he took off down the highway. By the time I had fixed the flat tire, it was rather late. I drove into town and decided that what I needed was a big iced tea. I parked my truck and went into the local diner.

I was sipping on my iced tea and gazing absent-mindedly out the front window of the diner, when all at once, my eyes went wide. There, coming down the main

street of the town was my friend - followed by the six penguins all in a row looking like a procession of head waiters.

I rushed out of the diner and ran up to my friend. "What is this?" I shouted. "I thought I gave you ten dollars to take them to the zoo!"

My friend was puzzled.

"I did take them to the zoo," he answered, "and they enjoyed it very much, but that only cost four dollars, so I figured that with what was left, I would take them to the movies."

As professionals and in our personal lives, most of us have had mishaps such as mine with the six penguins where we miscommunicated.

Communication foul-ups such as the one I just described do not always have a humorous ending. Results of miscommunication can be frustrating, can lead to misunderstandings and arguments, and sometimes, serious problems. These results can be avoided and easily remedied by using the components of Lesson Design from Madeline Hunter's work on effective instruction to plan meetings, conferences, speeches and other types of interactions when you want to ensure that information will be efficiently transmitted with no loss of the message. In fact, use of these components will assist you to "get your point across" whenever you interact with others.

In the next fifty-five minutes, we will discuss what these components are and learn how to apply them. You will be able to walk away with a communication strategy you can immediately use. In order to accomplish this, I have planned opportunities for you to practice the process and be actively involved. In other words this is a participatory session.

From time to time, I will be checking to be sure I am getting my point across to you. I'll be asking you to explain what the different components are in your own words, to identify components from examples I give, and to design a brief conference or meeting using the components. Don't worry, I won't put any of you on the spot. If I call on you to perform in front of everyone else, I'll be sure that you're willing and able.

Another reason you are being actively involved is because this total presentation is an example of Communication Design. Throughout the presentation I will be modeling for you the steps of Communication Design.

Before I go any further, I'd like to get an idea of who you all are so that I can make adjustments in my presentation to suit your needs. How many of you are Board members? How many teachers? How many Principals? Superintendents? Other Administrative?

There are nine components of Lesson Design which, as I mentioned earlier, are an outgrowth of Madeline Hunter's work on effective instruction. For our purposes today, these nine components or steps have been relabeled as Communication Design. Normally, you will use these nine steps in the order in which I am going to present them, however, as we go along you will see that it is possible to interchange and intermingle certain of the components. If you like, you can take notes on the outline which I have provided.

You need to know that throughout the presentation I will be using some generic terms. The first is interchange or interaction which I'll use to refer to the communication act whether it be a conference, staff meeting, speech, or Board report. The second term is participant which I'll use to refer to one or more people with whom the interchange is occurring.

I. GREETING/INTRODUCTION - Before beginning any type of interaction, there should always be some type of greeting and introductory remarks to establish physical comfort and pleasant feeling tone. Feeling tone is the internal set of feelings the participant has in terms of the environmental surroundings. In other words, feeling tone is how the participant feels about the interchange. In addition to establishing physical comfort and pleasant feeling tone through your introductory remarks, you want to establish a professional tone for the interchange.

Setting an appropriate comfort level can be accomplished through statements such as the following:

An introductory comment for a parent orientation meeting or back-to-school night might be, "Your support of the school and interest in your child's education is obvious by your attendance here tonight".

When conducting a post-observation conference with a teacher, a statement such as this would help to establish pleasant feeling tone. "It is always a learning experience for me whenever I observe in your classroom."

When establishing pleasant feeling tone, you need to remember these three pointers:

- A) say something sincere and, if possible, personal;
- B) try to stay away from the topic of the discussion itself; and
- C) don't ignore anything unusual that occurred prior to the interchange.

For example, if a principal were conducting a post-observation conference with a teacher and a student had thrown up during the observation, he undoubtedly would want to comment about this so that it can be dismissed from the teacher's mind prior to getting down to serious review of the lesson.

II. ANTICIPATORY SET - Once you have dealt directly with the participant's psychological and physiological comfort, you need to establish a mind set for the content to be covered. This is called anticipatory set.

Set provides a focus for the participant which:

- A) draws on past participant experience;
- B) directly relates to the purpose or objective of the interaction; and
- C) involves the participant.

Here's an example of set for a presentation on running shoes:

How many of you know someone or you yourself participate in a leisure time activity such as bowling, hiking or running, which requires specialized footwear? If so, it's likely that you may have purchased a pair of shoes for this activity and, after wearing them for the first time, discovered they were not satisfactory.

Let me explain how this set fits the three attributes:

- A. Draws on past participant experience - most everyone is likely to have at some time participated in a leisure time activity which requires the purchase of specialized footwear.
- B. Directly relates to the purpose or objective of the interaction - this set was prepared for a presentation on being able to identify for purchase a quality pair of running shoes.
- C. Involves the participant - whenever you ask a question you are stimulating the covert behavior of thinking on the part of the participant.

Here is another example of a set which would have been appropriate for today's presentation:

As a parent, have you ever wondered how it is you can explain a rule to your child, ask if he understood it, receive an affirmative response and then later discover that he did not live up to your behavioral expectations?

Recently, I found that my ten year old son was using the floor, tables, plant pots and behind the couch as receptacles for trash. So I told him that he needed to stop using the floor, tables, my plants and behind the couch as a wastepaper basket. "For instance", I said, "when you eat Cracker Jacks, throw the box in the wastepaper basket. Do you understand?"

"Yes" was his response.

A day later, I found the paper from around the Cracker Jacks surprise on the end table. When questioned about this, his response was: "But you just told me to throw the Cracker Jacks box away, not the little paper."

This shorter set provides the same mental readiness for the content we're discussing today, as the longer set I used earlier. It's best, but not essential, to keep the set as concise as possible and move rapidly into the information to be covered.

III. OBJECTIVE - After you have narrowed the focus so that the participant is thinking with you, you need to state the outcome for the participant in words he will understand, not technical jargon or educaese. Using the presentation on selecting good running shoes, the formal objective is: The listener will demonstrate an understanding of how to select a quality pair of running shoes by describing the key factors to consider when buying a pair of running shoes. This objective should be revised when told to the participant to a statement such as: Today we are going to discuss the key factors to consider when buying a quality pair of running shoes.

If you have expectations for the participant or if the participant must produce something, it is essential to inform him at this time. Be sure to let the

participant know that he will be accountable for the information later on, but do so in a non-threatening way so as to keep an appropriate level of concern. While you do not want your participant lackadaisical, you also don't want the stress level to be too high.

IV. PURPOSE - Either intermingled with or immediately proceeding or following the objective, should be a statement which tells the participant why it is important to know the information or content. This provides a purpose or reason for learning or listening to the information.

The purpose for listening to the presentation on running shoes could be stated like this: You should be able to apply some of these selection criteria for your favorite leisure time activity so that you can assure that you are spending your money wisely.

So far we've covered the first four components of Communication Design - Greeting/Introduction, Set, Objective, and Purpose. Think about how you would describe these four components in your own words. Write this description on a piece of paper.

V. INPUT - We've been talking about the nine components of Communication Design and have just finished reviewing the Greeting/Introduction, Set, Objective, and Purpose. The next component is input. Input is the information necessary for the participant to know in order to achieve each objective. You may have one or more than one objective. Information should be listed for each objective you have.

Returning to the running shoes presentation, in order for the participant to be able to choose a quality pair of running shoes he would have to be aware of this information:

1. Flexibility
2. Weight
3. Arch Support
4. Fit of the Shoe
5. Sole
 - a) wedge
 - b) toe guard
 - c) tread
 - d) cushion

VI. CHECK FOR UNDERSTANDING - The next component involves planning activities and/or questions for each piece of information or input you listed. If you have several objectives, or if your information is complex, it's important that a check for understanding be made at regular intervals during the presentation. The check for understanding is an opportunity for you as the presenter to gain feedback to determine if you are getting your point across. If you find you are not, then you can make necessary adjustments in your presentation.

Questions and activities for the input on running shoes might be:

- | | |
|-----------------|---|
| Flexibility |] Think of the four factors just explained. |
| Weight |] Choose a partner. Each of you, in your |
| Arch Support |] own words, describe two factors. |
| Fit of the Shoe |] |

Sole

- a) wedge] Mentally list four things to look for on
- b) toe guard] the sole of a running shoe. I'll be ask-
- c) tread] ing some of you to share these factors in
- d) cushion] a minute.

VII. MODELING - Whenever possible during the presentation or interaction, you should provide a correct demonstration of the content and explain why the model meets the criteria or how to go about accomplishing the task at hand. This is often referred to as show and tell. The demonstration is the show part, and the explanation of why or how the model meets the criteria is the tell part.

Let me model an example of modeling using the running shoe presentation. (Show running shoe and describe one factor).

I would like to pause now and have you discuss with no more than one person the three components of Communication Design we've just covered - Input, Check for Understanding, and Modeling. One of you is to explain in your own words what one of the components is, and the other person is to provide an example of that component from the presentation thus far.

Here is how this is going to look: (Use one of the participants).

(name), in your own words, explain what input is. (name) will then say something like this: "Input is all the information the participant must know to be able to meet each outcome."

My response of example of input from this presentation would sound like this: "Input is the listing of the components of Communication Design, the definition of each component and an example of each."

VIII. GUIDED PRACTICE - This is the part where the participant gets to try it out or do a "dry run". This is not a voluntary situation, you must require the participant to perform or demonstrate understanding of the content or procedure presented and it is critical that the presenter checks or monitors this performance.

This is the most difficult component to include when interacting with adults. It is not always possible nor is it always essential to include guided practice in your interaction. It depends on the type of interaction. Obviously guided practice is entirely appropriate for this type of presentation. For a speech to the Rotary, however, it would highly unlikely that you would have guided practice. Guided practice is usually a hands-on or simulation activity.

A guided practice activity for the presentation on running shoes would be to divide the participants into small groups or partners, give them a pair of running shoes and have them model the factors to consider when choosing a good pair of running shoes.

IX. CLOSURE - The last component is closure which means summarizing. This is a term with which most of us are familiar, but most of us assume it is the presenter who makes the summary statement. In order to ensure that the correct information is being synthesized, the participant needs to:

- A) summarize the information;

- B) through a means which is directly related to the objective;
and
- C) engage in an observable behavior, which can be verbal or nonverbal.

Closure reinforces the understanding or learning of the concept or content. A closure activity for the running shoes presentation might be - List on a piece of paper all the factors you should be aware of when selecting a quality pair of running shoes.

This example fits the attributes of Closure because:

- a) it is a review of the factors to consider when selecting running shoes.
- b) it is a direct fit to the presentation objective because the participant must show his understanding of the key factors.
- c) it requires active involvement, making a list, on the participant's part.

Sometimes the guided practice and closure activity can be one and the same.

For a minute, study the last two components of Communication Design - Guided Practice and Closure - and see if you can explain in your own words what each step is. I'll be calling on individuals to share their understanding out loud with the group.

I'm going to read you the script from a teachers' meeting. Either on the blank outline on which the nine components are listed, or on a blank piece of paper, write down enough of what is being said to identify each of the nine components of Communication Design.

Now comes the part where you have the opportunity to prepare an interaction using Communication Design. Choose a conference or meeting and topic. Prepare all nine parts on the blank outline sheet together.

Preparing for a presentation, conference, meeting or speech, according to the Communication Design format we've reviewed today, will not take any longer than your normal preparation, unless you don't prepare it all. This format can help you to overcome the communication difficulties so amply expressed in this familiar saying: "I know you believe you understand what you think I said. I am not sure you realize that what you heard is not what I meant".

COMMUNICATION DESIGN

I. INTRODUCTION:

- A. Greeting
- B. _____ feeling tone/physical comfort/professional tone
 - 1. sincere/personal
 - 2. avoid topic of _____
 - 3. don't ignore _____ occurrences prior to interchange

II. ANTICIPATORY SET - providing a _____ for the participant.

- A.
- B.
- C.

III. OBJECTIVE:

- A. Tell participant _____ in words he/she can _____.
- B. Tell participant if _____.

IV. PURPOSE:

- A. Tell participant _____ it is important to know this information.

V. INPUT:

- A. Listing of _____ necessary for participant to know in order to _____ final objective.

VI. CHECK FOR UNDERSTANDING:

- A. Planning _____ or _____ that match the input.

VII. MODELING:

- A. _____ correct performance and _____ criteria.

VIII. GUIDED PRACTICE:

- A. Participant gets to _____.

IX. CLOSURE:

- A. Participant needs to _____ the information.
- B. _____ fit to the objective.
- C. _____ behavior, verbal or non-verbal.

Developed by Lynn Setterstedt-Jarrett

COMMUNICATION DESIGN

- I. GREETING/INTRODUCTION:
- II. ANTICIPATORY SET
- III. OBJECTIVE:
- IV. PURPOSE:
- V. INPUT:
- VI. CHECK FOR UNDERSTANDING:
- VII. MODELING:
- VIII. GUIDED PRACTICE:
- IX. CLOSURE:

COMMUNICATION DESIGN
Sample Script
Presentation on Selecting Running Shoes

GREETING/
INTRODUCTION:

From all the animated discussion, I have the impression I'll be talking to an enthusiastic group.

SET:

How many of you know someone or you yourself participate in a leisure time activity such as bowling, hiking or running, which requires specialized footwear? If so, it's likely that you may have purchased a pair of shoes for this activity and, after wearing them for the first time, discovered they were not satisfactory.

OBJECTIVE:

Today we are going to discuss the key factors to consider when buying a quality pair of running shoes.

PURPOSE:

You should be able to apply some of these selection criteria for your favorite leisure time activity so that you can assure that you are spending your money wisely.

INPUT:

Factors/criteria for selecting quality running shoes.

1. Flexibility
2. Weight
3. Arch Support
4. Fit of the Shoe
5. Sole
 - a) wedge
 - b) toe guard
 - c) tread
 - d) cushion

CHECK FOR
UNDERSTANDING:

Questions and activities for the input on running shoes might be:

Flexibility	]	Think of the four factors just
Weight	]	explained. Choose a partner.
Arch Support	]	Each of you, in your own words,
Fit of the Shoe	]	describe two factors.

Sole

- | | | |
|--------------|---|------------------------------------|
| a) wedge |] | Mentally list four things to look |
| b) toe guard |] | for on the sole of a running shoe. |
| c) tread |] | I'll be asking some of you to |
| d) cushion |] | share these factors in a minute. |

MODELING:

Show running shoe and describe one factor.

GUIDED PRACTICE:

A guided practice activity for the presentation on running shoes would be to divide the participants into small groups or partners, give them a pair of running

shoes and have them describe the factors to consider when choosing a good pair of running shoes.

CLOSURE:

List on a piece of paper all the factors you should be aware of when selecting a quality pair of running shoes.

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COMMUNICATION DESIGN
Sample Script
Teacher's Meeting on Budgeting Process

GREETING/
INTRODUCTION:

Good afternoon. It's refreshing to see so many enthusiastic faces after a full day of teaching.

SET:

As many of you will recall, last school year, the Board elected to have the District participate in a budgeting process known as Evaluation Program Review Technique or EPRT as its know by its acronym. Most of our returning teachers participated directly in EPRT. This school year, every staff member is assigned to at least one EPRT group.

OBJECTIVE/
PURPOSE:

Today, we are going to provide you with an overview and an explanation of EPRT so you will have a basic understanding of EPRT and what your role and responsibility is in helping the administration and Board to set budget priorities.

INPUT:

In order for teachers to have a basic understanding of EPRT and know what their role and responsibility is in the process, they must receive all of the information listed below.

Define EPRT.

Explain why EPRT is being implemented.

Explain the EPRT process:

- a. time commitment
- b. steps in developing EPRT packages

CHECK FOR
UNDERSTANDING:

Here are some examples of questions or activities for each piece of input for the EPRT meeting:

From the information I've given you thus far, I would like you to visit with one and no more than two other people at your table and discuss what EPRT is and why we are implementing this program.

Let me ask you now to think about what you understand your role in this process to be. Write this role on a piece of scrap paper and in a minute I'm going to ask a few of you to share this with us.

MODELING:

Show Maintenance Level Package and explain how each section meets the criteria.

GUIDED PRACTICE:

An appropriate activity would be to divide the teachers into groups of three or four and ask them to refine and/or develop an EPRT package.

CLOSURE:

As a means of drawing closure to this brief

were presented. As I describe these pieces of information, you might want to be thinking about how you would respond to these questions:

What is EPRT?

Why are we implementing EPRT?

What is your responsibility in relationship to EPRT?

What will be the outcome of EPRT?

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COMMUNICATION DESIGN
Sample Script
Budget Review for Governing Board

<u>SET:</u>	Most of us have had the experience of being exposed to a process on such an infrequent basis that it requires a refresher before we feel comfortable and can use that process when we are again faced with it. Also, factors in the process may change from year to year, for example, as income tax return preparation does.
<u>OBJECTIVE/ PURPOSE:</u>	This evening we are going to refresh or jog our memories about school budgeting so that you will have an understanding of the both the Revenue and the Expenditure Budgets on a broad basis.
<u>INPUT:</u>	We are going to cover the following areas: 1. The budget areas 2. The factors affecting the amount of money the District can budget to expend - I'll explain each of the items which determine the District's Revenue Control Limit or how the Maintenance and Operation Budget increases year to year. 3. The Capital Budget 4. What an Aggregate Budget is 5. Revenue Sources and options to increase revenue 6. Expenditure Budget Wherever possible, I have delineated District information so that this overview relates directly to the Fountain Hills District.
<u>CHECK FOR UNDERSTANDING:</u>	Not applicable.
<u>MODELING:</u>	Use overheads to show/tell about: 1. Weighted student count 2. Support level weight 3. How Revenue Control Limit (RCL) is determined
<u>GUIDED PRACTICE:</u>	Not applicable.
<u>CLOSURE:</u>	Not applicable.

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COMMUNICATION DESIGN
Sample Script
Student Enrollment Projections

GREETING/
INTRODUCTION:

Good evening, I very much appreciate the PTO's flexibility in adding to tonight's agenda, which must have been already set, the topic of student enrollment for the next school year and in scheduling me at a time of my convenience.

The executive Board's willingness to allow time for this type of discussion is indicative of the support and cooperativeness which the PTO has always exemplified.

SET:

Each of you is very much aware of how many students are in your own child/children's classrooms. As the District continues to enroll new students, and your children's classrooms become larger and larger, you undoubtedly have become concerned about the quality of education which your own children are receiving.

PURPOSE/
OBJECTIVE:

Tonight, we're going to give you some preliminary student enrollment projections for next school year and some possible ways to manage this growth while maintaining as small a class size as possible. In turn, we would very much appreciate your reaction to the alternatives and suggestions from you on other ways to help keep class size at a minimum. We are as concerned as you are with protecting the learning environment of our students.

INPUT:

A. For purposes of planning for next school year, in October we calculated a preliminary projection on number of students which we could expect to receive by August of 1987. This projection is based on a 22% increase over the October enrollment, which at that time was 730 students. The 22% increase was based on an average of the past two years increases.

Some things that you need to keep in mind about these projections are, first, they were made back in October and haven't been revised. It is likely that we will revise them in May and then again in August.

The projections represent even growth across grade levels. The District currently has 76 kindergartners, with a 22% increase, the projection is 93 first graders next school year. We all know that as students move away from the District and move into the District, a 22% increase is not going to be maintained at each grade level.

As we review these projections, it is important that you remember these two factors.

B. Review population increases for the District and both schools separately (use overhead).

C. Review average class size, (use overhead).

D. Review alternatives, (use overhead).

1. Assigned as per school per grade level.
2. Boundary exceptions.
3. Revision to boundaries.
4. Use of Aides.
5. Combo classrooms.
6. Transfer of teachers between two schools.
7. Combination of any of the above.
8. One school (McDowell Mountain) K-3.
Other school (Four Peaks) 4-8.

E. Solicit Suggestions.

CHECK FOR
UNDERSTANDING:

None, not applicable.

MODELING:

Use of overheads to demonstrate:

1. Population projections.
2. Average class size.
3. Alternatives.

GUIDED PRACTICE:

None, not applicable.

CLOSURE:

None, not applicable.

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